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ABSTRACT

Observation of two third-grade teachers during the opening days of school revealed different approaches to organizing their classes and instructing pupils on correct classroom behavior. The results of observation are given in narrative form and analyzed. Five principles that characterized the most effective teacher are presented: (1) The teacher who was better organized demonstrated an ability to analyze the tasks of the first weeks of school and presented them to students in small easily understood steps; (2) Before the morning began, the better-organized teacher had clear expectations about what she would accept in the students' behavior and what would be encouraged; (3) The better-organized teacher communicated her expectations clearly to the students from the beginning; (4) The better-organized teacher remained sensitive to the students' concerns and needs for information; and (5) The better-organized teacher monitored her students closely in order to give immediate feedback. Follow-up questions from the classroom organization study are appended. (JD)

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Classroom Organization at the Beginning of School: Two Case Studies

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This paper discusses some anecdotal data collected in the Classroom Organization Study conducted at the Research and Development Center for Teacher Education. Further data collection and analyses are continuing at present; therefore, the conclusions advanced in this paper should be considered preliminary and tentative. The paper will discuss certain trends which seem evident to us after examining data describing the first three weeks of school in 28 third-grade classrooms.

Background of Study

The Classroom Organization Study developed from a long-standing interest in the study of classroom management and organization. Several years of research on teaching effectiveness have demonstrated that teachers who produce greater learning gains in their students are often characterized as good classroom managers. Naturalistic studies of teaching effectiveness have painted a fairly consistent picture of what a well-managed classroom looks like. For example, Brophy and Evertson (1976) found that their more effective second- and third-grade teachers (i.e., those whose students achieved more) demonstrated many of the management skills earlier hypothesized by Kounin (1970) to be important, such as "with-it-ness," overlapping of events, and constant monitoring. They described the classrooms of these teachers as having smoother transitions, fewer disciplinary problems, more student time spent actively engaged with work, and well-established classroom rules and procedures which prevented many problems from starting. These skills were important in both high and low socio-economic status (SES) classrooms.

Although there is agreement on what the well-managed classroom looks like, there has been very little classroom research that gives teachers

specific suggestions about achieving these ideal conditions (Brophy and Putnam, 1978). That is, research has had little to say to a new teacher, a student teacher, or a teacher who wanted to improve his or her management skills about how to become a smooth, "with-it" teacher who had students happily and busily engaged.

In light of these needs and interests, the Classroom Organization Study evolved. Its overall purpose was to learn more about the details of establishing and maintaining classroom management, and therefore to get beyond general statements or truisms which do not really help inexperienced teachers. Specifically, we wanted to see what happened at the beginning of the year and how it affected management through the year. Objectives of the study were threefold:

1. To establish and/or verify what general principles of organization and management are most important at the very beginning of the year, and which are most important for maintaining it throughout the year.

2. To develop a large body of very specific examples of management skills and techniques (and the consequences of them) to illustrate these general principles. It was felt that anecdotes and case studies would have tremendous value in communicating the importance of management principles.

3. To develop a methodology that combined both qualitative and quantitative observation techniques to provide a rich but objective look at classroom organization and management.

Methodology

The study included 28 self-contained third-grade classes located in eight schools in a large urban school district. All of the schools were in

low or lower-middle SES neighborhoods. Each class was observed eight or nine times during the first three weeks of school, and was seen either on the first morning or the second morning of school. The observation schedule for the rest of the three-week period was arranged to sample mornings and afternoons of all days of the week. Each observation session lasted from 2½ to 4 hours, resulting in an average of about 25 hours of observation of each class during the first three weeks of school. Observations of the same classes continued throughout the year, but were less frequent (about twice a month). The data discussed in this paper are taken from the first three weeks of school.

Two major instruments were used to describe the classes: the Narrative Record and the Student Engagement Ratings. Observers in the study were trained to take narrative records describing all events relating to organization of classrooms at the beginning of the year. This narrative addressed 61 specific questions about organization and management (see Appendix A). This written description was selected instead of a more quantitative coding system because of the nature of the questions being asked. Developing a coding system would have meant that important categories would have to be defined before going into the classrooms, but there was not sufficient information on which to base the development of such an instrument. One of the main purposes of the study was to collect many specific examples of techniques and their consequences. A coding system which relied on discrete categories of behaviors would not have produced the fine grain anecdotal information needed.

The 61 questions listed in Appendix A were intended to focus the observers on important events, but the form of the narratives followed the natural course of events in the classroom.

In addition to keeping a continuous narrative record of events, the observers completed Student Engagement Ratings every fifteen minutes. These were considered important short-term outcomes, since much other research had indicated that such measures of active on-task engagement were related to longer-term outcomes such as achievement. Rosenshine and Berliner (1978) reviewed recent research on classroom practices related to student achievement gain and concluded that student time spent engaged in relevant content was a very important predictor of performance in the basic skills. Students presumably should learn more when more of their time is spent being exposed to or practicing the skills being taught. Good and Beckerman (1978) found that low achievers in a class are more likely to be off-task, especially in settings where the teacher is not directly in control of their activities (e.g., extended periods of individual work). Such findings suggest that engaged time may be an important mediator between classroom variables (such as teacher behaviors) and achievement.

There are additional reasons (other than this predicted relationship) that led to the inclusion of student engagement as one criterion in the study. Whether or not there are clear statistical relationships with achievement, student engagement in a task set by the teacher is desirable. The alternative (student involvement in unsanctioned behavior) produces a chaotic classroom where teachers spend much of their time dealing with misbehavior instead of concentrating their energies on instruction. Therefore, these measures are meaningful to teachers. Most teachers would probably include such a criterion in their own definitions of good management.

Therefore, the Student Engagement Ratings were completed as one criterion measure that could be keyed to the narrative record of occurrences in the classroom. (Other criteria, such as achievement gains, will be examined after all

data are collected.) Procedures for completing the ratings are given in Evertson and Anderson (Note 1).

In order to complete a Student Engagement Rating, every 15 minutes the observer classified each student in the classroom in one of four categories of engagement:

a. On-task academic. The student was working on an academic assignment (e.g., reading, writing, listening to teacher explanation).

b. On-task procedural. The student was performing a procedure or routine which was not academic in nature, but which was expected and desired by the teacher (e.g., lining up for a transition).

c. Off-task sanctioned. The student was not performing an academic or procedural task, but was not misbehaving (e.g., going to the bathroom).

d. Off-task unsanctioned. The student was involved in an undesirable activity (e.g., talking when this was not allowed, shoving in line, being inattentive).

In order to evaluate the narratives of the first three weeks, the Student Engagement Ratings for each class from the second and third week of school were combined to yield an average on-task and off-task rating for each teacher. The teachers were ranked and two extreme groups were identified (the six highest and six lowest averages for "on-task" ratings). These groups were compared by reading their Narrative Records and identifying those characteristics which seemed to differentiate them.

This process yielded several important principles which consistently distinguished the two groups of teachers. At this point these principles stand as hypotheses about which teacher behaviors lead to good organization

and management ("good" being defined in terms of student on-task behaviors at the beginning of the year). After all data are collected this year, the entire set of narratives for all of the teachers can be read and these hypotheses tested further by examining several criteria (e.g., engagement ratings for the entire year, achievement, various ratings by observers).

Case Studies

Below are descriptions of the first morning of school of two teachers. Teacher A had very high on-task ratings in the second and third week of school, and was viewed by the observers as a very effective manager. Teacher B had lower on-task ratings and was considered to be poorly organized.

The two case studies are presented as examples from the high and low groups of teachers, as identified by the Student Engagement Ratings. Although they describe only the first morning of school, there were patterns evident that morning which continued through the first three weeks for these two teachers. Several characteristics of these teachers were also found for the other teachers in the extreme groups. Therefore, the first mornings of these two teachers are used to exemplify more general patterns found in the rest of the sample.

Although the data have not been analyzed yet, it is the opinion of the observers that the two classes are still very different. Students in Teacher A's class are more often engaged and apparently interested in their work, while those in Teacher B's class are more likely to be off-task and do not appear to be as interested in or very clear about the purpose of their work. When data collection has ended, such trends will be examined.

The narratives given here are reduced from the originals, which ran 25 pages each and included many details not pertinent to this discussion. Therefore, they have been edited to include the most salient features of the

two classes. Not included here is information gathered in interviews with the teachers and the general impressions of the observers. Therefore, the following information should be kept in mind while reading the narratives.

First, there are many ways in which these teachers were similar. Both were young women who were very interested in and enthusiastic about teaching, and who cared very much about their students. Both were very concerned about their students improving their academic skills and learning to enjoy school. Both were warm and cheerful on the first day of school. Both teachers invested a great deal of time and effort in their teaching. It is also important to know there were some important factors that were beyond their control. Teacher A had three years of experience, while Teacher B was new and had never opened school before. Also, there were many constraints imposed on Teacher B which compounded the problems of inexperience (such as scheduling, inadequate time available to prepare her classroom due to in-service meetings the week before, etc.). Therefore, in presenting these two case studies, we do not mean to imply that Teacher A was inherently better than Teacher B, or that Teacher B could not have done things differently under different circumstances. Instead, we recognize (and in fact are emphasizing throughout the study) that teachers work under many constraints outside of their control that none the less influence what happens in their classrooms and therefore affect their students. In reviewing Teacher B, we reconfirmed our feelings that beginning as a new teacher with inadequate management and organization skills is a tremendous constraint. This can perhaps be overcome partly by including information of this sort in teacher education and in-service programs.

Principles That Distinguish the Two Teachers

There are many parallels between the activities of the two teachers, so

that on one level, they appear to be similar. Among the activities that took place in both classrooms on the first morning are the following:

Entry into the room (initial introduction to the teacher)

Introduction of the students to one another

Introduction to the classroom

Rules and procedures· presentation and enforcement

Demands placed on students

Signals to students about their behavior

Monitoring

The section after the narratives contains a discussion of the way that the two teachers handled each of these activities.

In spite of the surface parallels in activities there were profound differences in the effectiveness with which the two teachers handled their classes. Our attempts to analyze those differences have led us to five principles which we feel characterize Teacher A and other teachers who are good classroom managers. These five points are closely related to one another, and the separation into distinctive principles was arbitrary. However, they represent our current level of conceptualization about what the better organizers did in comparison to the less well-organized teachers.

1. Teachers who were better organizers demonstrated a superb ability to <u>analyze the tasks</u> of the first few weeks of school, whether these be classroom procedures or academic assignments given to the students. That is, the better teachers were obviously breaking down procedures and assignments into their component parts and presenting them to the students in small steps which could be understood easily. In contrast, the less effective teachers often presented too much information at once to the students or left out important details. The task analysis skills of the more effective teachers were evident

in two ways. First, the teachers initially presented information to the students clearly and made very unambiguous demands on them. When they communicated an expectation to them about their behavior or gave them an assignment, they presented it thoroughly, and made sure that the information was received by the students. Secondly, after initially presenting expectations to the students (or giving assignments), the teachers continued to analyze student behaviors, looking for the elements of appropriate or inappropriate behavior. When they saw these, they gave the students very clear, specific, and unambiguous signals about their behavior.

This ability to analyze student behavior and to structure and respond to its relevant components is closely related to the next four points.

2. Before the morning began, the better organized teachers had clear expectations about what they would accept in the students' behavior and what they would encourage. That is, the teachers had thought in advance about what rules and procedures they wanted (followed) in their classroom, and what they needed to tell the students about these expectations.

3. In addition to forming these expectations in advance, the better organized teachers communicated these expectations to the students from the very beginning. Therefore, they used as much time as was necessary during the first few weeks of school to let the students know what was expected of them. In the first few weeks they used curriculum content to reinforce their management systems. After they knew that the students had internalized certain routines and expectations, they could focus their time and energy on the curriculum for its own sake, knowing that their management systems would support their instructional efforts.

4. The better organized teachers remained sensitive to the students' concerns and needs for information. They understood that they could not

communicate their own desires to the students without recognizing certain needs that dictated what the students would attend to. Therefore, they addressed pressing concerns of the students and were careful not to raise new questions and concerns through their own behaviors. This did not mean that they waited until the student expressed a need or asked a question and then changed their plans to accommodate it. In fact, this reactive approach was more typical of the less effective teachers. Instead, the better organized teachers proactively analyzed the situation (i.e., induction into a new school year) and planned their procedures, rules, and activities to match the students' hierarchy of concerns. For example, they instilled a sense of safety and belonging. They presented demands at the beginning that were clearly understood and that led to success. The apparent result was that the students in these classrooms could attend to the teacher without other immediate concerns and questions interfering.

5. The better organized teachers monitored their students closely during the first few weeks in order to give the students immediate feedback and also to provide feedback to the teacher about each student. Only by gachering information about how the students were reacting to initial assignments and class procedures could the teacher know when he or she should move on to another step. This information-gathering was also essential for the teacher to know if the students were being addressed at the appropriate "level of concern," or need for information, discussed in the fourth principle.

In order to facilitate this monitoring, the better organized teachers planned many whole-class and large-group activities. They did not place

the students in situations where monitoring is more difficult (e.g., individual assignments) until they were sure that the students had internalized certain routines.

The narrative records of the first morning of the two teachers are given below. The reader might find it an interesting exercise to look for examples of the five principles in comparing the teachers. The discussion following the narratives will include examples that seemed especially relevant to us, but does not include every point on which the two teachers can be compared.

Narrative Record, Teacher A

At 8:00, Teacher A greets her students at the door and has them line up before entering the room. This is school policy. All other teachers did it too. She has prepared large cloth name tags, and has them laid out in order on a table near the door. She stands at the door as the students enter one by one, checking to see that everyone gets a name tag, and that the names are correct. She changes those which are not exactly right. She is very friendly and cheerful with the students, responding to their comments, but not letting herself be distracted for too long. The students take their name tags and find their assigned seats. As they are pinning them on, Teacher A says, "Some name tags are at the top of your shirts where I can see them." Various students adjust their tags accordingly, and she says, "Oh good, some of you are going to move yours up; that's a good idea." She asks the students why they have bears for name tags. Philip raises his hand and says because it is the school mascot. The teacher acknowledges this and says, "Thank you for raising your hand, Philip. You're off to a good start."

She introduces herself, and then asks the students a riddle. They enjoy this, and she says that each day will begin with a riddle. She tells them that she is going to introduce the room to them. She presents the room in terms of personal space, pointing out which is their space, which is hers, and which is shared. She points to the closet which is labeled "Students' Closet." She explains that she moved all of her things to the closet next to it so that they could have this one all to themselves. She elaborates, "I won't bother your things in your closet and you won't bother my things in my closet. What does 'not bother'

mean?" Several students answer, "Leave alone." The tone of the discussion is positive, not threatening.

The office aide enters the room for the class registration slip, which Teacher A has ready on her desk. The students watch quietly. She walks around the room as she talks. "We have a whole row of pretty girls at the front." (Giggles from students.) She says that she has introduced herself, so now she would like them to tell who they are and where they went to school last year. They go down each row in turn, and each student gives the requested information. As the introductions are made, she makes remarks like "Thank you, Row 4, for talking so nicely."

She resumes the "tour" of the classroom, discussing the calendar and the birthday list poster that has the names of the students who have August or September birthdays. There is a second poster of the June and July birthdays. She says that she has a summer birthday, and is always disappointed not to be able to celebrate it at school. They sing "Happy Birthday" for those students and her. She then goes to a big Happy Face poster on which they will sign their names later that morning. She will put it in the hall so everyone can see who "lucky Mrs. _____" has in her room this year.

The next bulletin board says "Third Grade is out of this world." It shows a rocket blasting off into clouds made of white cotton. Teacher A says, "I was told this morning that some of you didn't know your 'times tables'. How many of you do not know these?" (This was asked in an interested tone.) Almost all of the hands go up. "That is what we will be learning in the third grade. We will also learn cursive writing. One of the neat things about third grade is that you learn so many new things."

As she moves around to the area where the observer is sitting, she turns to the class in mock surprise and says, "There is someone in this room whom we have not introduced!" After allowing a couple of guesses as to who the observer is, she introduces her and explains that the observer's job is to write, and their job is to ignore, and pretty soon they will get used to her and even forget that she is there.

Cynthia raises her hand and asks permission to pick something up off the floor. Teacher A allows this and says, "I like the way you raised your hand. You may be new to this school, but you really know the rules." She continues with the introduction of the room, pointing out the water fountain and sink, and mailboxes by the sink. These are made from one-pound coffee cans laid on their sides and inserted into two cardboard boxes, and painted different colors to match the contact paper on the boxes. Each child has his name on one can. She explains about the kleenex and scissors at one of the back tables, saying, "The scissors are here to use, and those with the yellow handles are mine, and ohhh, I hope no one ever has to use my yellow scissors." (She expresses mock horror, which the students smile at.)

As she talks to the students, she encourages their attention, saying, "Oh, I see very attentive eyes!" She occasionally asks questions and answers questions. She goes on to explain about the partition between the two rooms, saying that sometimes it will be open, and sometimes it will be closed. "If you open it when it is supposed to be closed, you will be looking into a room with 26 very surprised students and a very surprised teacher." (Again, this is said slowly, with dramatic flair.)

She explains that the listening station will be discussed later.

The file cabinet in the corner "belongs to everyone; it holds student records so it is not to be opened." Completing the circuit of the room, she arrives at a bulletin board with the rules listed and says, "This is the most important place of all." She reads each rule, asking the students for their interpretations, elaborating and giving examples of such things as "loitering" and the rule, "Respect other people's space, body, and property." One student says that means that "People have their things." Another says, "Don't go in other people's desks." She allows a controlled discussion of the meaning of the rule. At this point, one student asks to go to the bathroom. The teacher says, "I like the way she asked permission. This will be a good way to get to our bathroom rules."

They have been at school an hour; she has them stand and stretch while the girl goes to the bathroom. She suggests that they look to see if there is anything they want to watch on the television before they discuss the bathroom rules. The reception is poor and she frowns slightly and asks, "How many want to watch this, even though the picture is bad? We also have some other neat things we can do." With three dissenting votes, the television is turned off and they proceed with the bathroom rule discussion. The next ten minutes are spent very meticulously explaining the correct and incorrect ways of following the bathroom rules (e.g., They may not go when she is talking, they knock on the door, put their ear to the door, remember to flush, etc.). She lets them give examples of how <u>not</u> to knock, etc., and this makes the students laugh. When the giggling becomes slightly loud, the teacher snaps her fingers and says, "Eyes here!" When one student does not immediately respond,

she stops, calls his name, and asks what "Eyes here" means. After he explains, she thanks him. When the power of suggestion overcomes one student, the class watches to see how he will follow the rules. (He follows the instructions very competently.)

When the students enter the room in the morning, Teacher A explains that they are to take their seats and be quiet. "Quiet" can be their choice: silence or whisper. Either is appropriate. However, when she says that they are to be "silent," she means absolute silence. She asks how they may enter the room, and what their two choices for quiet are. She continues her questioning until she feels certain that everyone understands her meaning and her use of the two terms.

She then introduces a common teacher attention-getter: the ringing of a bell. She shows them the bell and asks them what it is for. Through discussion she establishes that when they hear it, they are to freeze, zip their lips, and look at her. She explains that it is a short-cut for her to get their attention, and that she won't ring it several times, just once. She says, "Let's see wiggle worms, so we can practice our signal." No one moves; they just look at her. "It's okay, I am telling you to." They grin and wiggle in their chairs. She rings the bell and they all freeze. She compliments them on how well they did.

They then discuss why it is necessary to push in chairs and the procedures for borrowing supplies. She does not encourage borrowing, making it sound very important that everyone have his own materials.

At 9:35, they begin their first desk activity. Before starting, they are to rotate through several activities. She says she wants to see how quietly each row can do what she tells them to. She asks one row to go to

the pencil sharpener, complimenting them on pushing in their chairs. She has another row go to get a sheet of paper from the sink area "on silence"; a third row goes to the Happy Face poster to sign their names. She continually monitors this and directs all the rows in turn to do each activity, complimenting them on how they are respecting each other's space, following their directions, and getting their activities accomplished. (At any one time, three of the four rows are up and doing something.) As she walks around the room, she says, "I like the way Paul, Jane, and Sophia are at their seats on silence." She thanks them for the smiles. When all students have returned to their seats, she instructs them to write nothing on their papers until she has finished giving them their instructions. If they did write something by mistake, they are to turn their papers over and start on the other side. (One student does so.) Everyone waits quietly. She tells them that she will have a lot of nice things to tell the principal about their first day of school. She tells them how to start, and as they write their names, she monitors the class closely. She says, "Lisa, I like the way you laid your pencil down when you were through. Third graders know how to read, they know how to write, they know how to be smart. This class is really saving me a lot of work." They copy simple sentences, doing them one by one with her as a large group activity. When call outs occur, she ignores them, only acknowledging raised hands. As she walks around the room, she says, "I like the way Greg and Stephanie are at their seats on silence." At a time when there is dead silence in the room, she says, "If I got out my tape recorder and I listened after school to what is going on right now, what would I hear?" Someone whispers, "Nothing." She says, "That's right.

There wouldn't be anything to hear because you are all so quiet." As they finish, she rings the bell, and they freeze. She calls one row at a time to bring their papers. She says, "Good, Juan and Michael, for going back to your seats so quietly. Look at those chairs pushed in. Marcia, check your paper and see if it is lying the same as everyone else's." As they bring up their papers, she says, "I can tell a lot about this class because you are respecting each other's space. You are not crowding each other." One student leaves his seat, forgetting to push in his chair. He quickly remembers, returns to push it in, and grins at her. She thanks him and smiles.

As the class gets out their crayons for the next activity, the teacher has them put their heads on their desks and close their eyes. She tells them to imagine it is summer, and they are doing their favorite activity. She asks them to picture what they are doing, encouraging them to see the details. They open their eyes and begin to draw. After they have started, she rings the bell. They freeze; she tells them that they may do this activity with the choice of silence or whispering. When they get a little noisy, she rings the bell. All but a few look up and attend. She says, "Oh, almost everyone froze that time. Let's try that again." The second time, everyone does exactly as he is supposed to.

They work and when the noise level rises, Teacher A rings the bell for a third time. All freeze. "Eyes on me until I am through," she says. "If your whisper voice is too loud, it becomes a talking voice, and if it becomes a talking voice, we have to take away your quiet choices. Now let me test your whisper voices." She goes quickly to <u>each</u> child and cups her hand to her ear to listen to the whispering voices. "Everyone knows

how to whisper," she announces to the class, "so there is no excuse for your whispering voice becoming a talking voice."

The bell rings, and most of the students stop. "Two people did not freeze, zip and look." She gets their attention and then continues. "Stay with me until I am through. I want to ask your permission to look in your desks after school. That is your space and I need your permission to look in there. I have a brand new black marking pencil and I can use it to write your name on your notebooks, if you don't mind my looking in your desks to get your things. If you do not want me to look in your desk, please tell me because I want to respect your space." Jennifer raises her hand. She pulls out a black folder and whispers to the teacher that her father gave her the folder only for the day and she is to get another one later. Teacher A thanks her for telling her, saying that she will not write on her father's folder.

As they finish the picture, most are putting their things away. Teacher A encourages everyone to finish. They get their work turned in, and she rings the bell. All freeze. She exclaims loudly, "Everybody did it! Row two, you did it! You had everything put away and you were quiet. You might be the champion row today."

Music class is approaching. They practice the music teacher's name and sing a song. She encourages them consistently. She tells them exactly how they are to line up to go to music and where they will be going. They line up. She says to the class, "Look at Angie respecting Greg's space. She is not crowding him, she is respecting his space. Fan astic!" As the other students walk up to get in line, they keep more space between them. She tells them that when they are in line, they are

"on silence." They are all silent, and walk down the hall to music.

Narrative Record, Teacher B

At 7:55, some of Teacher B's students begin to enter the room. She tells them they are supposed to be in the gym, and sends them back. When they do come in, she tries to greet them one by one and pin on their name tags. However, several come in at once, and so she doesn't stop everyone at the door. They are to go to their desks which have their names on them. Some enter and go directly to their seats, and she has to ask them to come up to get their name tags. Meanwhile, one child is at the pencil sharpener; two more go, too, and one takes off the cover. She finally asks everyone to take a seat. They begin to, and two more students come in late. She tells them her name and says that she is going to call the roll. However, she tells the class that she has a couple of things she must do first at her desk. For about three minutes, the students have nothing to do while she is at her desk. Completing that, she begins to call roll, but two other new students come in. She gets them their name tags. She starts the roll again, asking if pronunciations are correct.

The students do not listen after they respond to their own names. Teacher B closes the door to the hall and says, "We already need to discuss one rule in the classroom. You've all been at this school before and know the rules. Meg, what about talking?" Meg replies, "Raise your hand." The teacher agrees, "When I'm talking, raise your hand if you need to say something. When I am not talking and you have something to say to another student that is important, talk quietly. Why do we do this?" A student says, "So we won't bother each other."

"Every day we will have roll call," Teacher B proceeds, "then the pledge, except today, because we have no flag." She tells them that they are to start drawing a picture of themselves. The students start moving

around, getting out supplies. Teacher B goes to a student's desk and demonstrates two kinds of paper: plain and lined. Drawing is to be done on the plain. Students are moving around; only about half seem to be attending to her description. They start on their pictures while the teacher is at her desk, filling out some forms. Some students go to her desk and talk to her. An aide enters the room and places some dittoed sheets on the teacher's desk. She is then asked by the teacher to begin working on a bulletin board. Another new student enters with an adult; the teacher sends them to the office. She notices that several students are sitting and staring and not drawing the picture that she assigned. She says, "Who doesn't know how to draw themselves? Can anyone tell us how to draw themselves? Look, Michael has started." She asks questions about what they do first, giving suggestions such as, "Think about what you look like in your head. Ask the person next to you." She walks around the room discussing the students' clothes with them and giving them ideas about what to draw. "You see how it is done now?"

She circulates through the room, frequently saying how she "likes the way" a particular student is working (but is no more specific). A student goes up to sharpen his pencil without the teacher noticing. She privately talks with and encourages those who have not yet started their pictures. One child raises her hand and the teacher goes to her. The aide leaves the room for a while and reenters the room with a large, seven-foot long roll of green paper and proceeds to cover the bulletin board. It rattles a lot, but none of the students seem to notice. The teacher returns to her desk and finishes her paper work. She says to the class, "Okay, I am done now. You may lay down what you are doing.

Put the crayolas back in the box so that you won't step on them on the floor. This day will be a little different because I am disorganized."

She has them stand for the pledge. Another new student arrives. After settling her, the teacher asks, "Who wants to lead the pledge?" There is a volunteer and she says, "This afternoon we will decide on a schedule and post monitors." She attends to another new entering student. She then says, "Everyone face the corner and pretend that there is a flag there, even though there is not." She leads the Pledge of Allegiance, rather than the child who was chosen. When they finish, she asks, "Who can say it in Spanish like you learned last year?" There is a volunteer, but he doesn't remember it after all. She says, "We'll learn it again later from the teacher next door."

She then has everyone put their chairs under their desks and come one table at a time to the carpet area to sit in a circle on the floor. As they walk she asks, "Why don't you walk over all at once?" She answers herself, saying, "It is because you might fall down if everybody came over at once, so it's good to wait." She waits until they are quiet and says, "We are going to play a game to get to know one another. We're going to play eraser toss." She describes the game, saying that she will throw the eraser to a child who is to say his or her name and "something (anything) about yourself." She gives a long explanation about how to do this and why it is important.

She begins with her name saying, "This is my first day in this school; in fact, my first day to teach, too. I am married and I don't have any kids yet, although I may later. I have a dog at home that never sits still and I have a cat named Genesis." She talks about how the dog

and the cat don't get along well together. One student initiates a comment about her own pet. The teacher gives a brief acknowledgment, then tosses the eraser to another student, asks him his name and about himself and says that he is then to toss the eraser to another student. The students are very reticent about offering information about themselves, and the teacher asks a lot of questions, such as what they did this summer, what they like to do, what they don't like to do. Sometimes she moves on to new questions without waiting for replies; if the student fails to respond after prodding, she goes on to a different student.

There is an interruption when the office person comes to pick up the attendance slip. She leaves the group saying, "Go ahead and keep talking." However, the students sit and giggle until she comes back. When she returns to the group, she begins by saying, "I like the way Felicia is listening." As the discussion continues, more students get interested and begin volunteering information about themselves. The teacher thanks them for holding up their hands. At one point, she asks for the eraser back so that she can toss it to students who haven't had a chance to talk, thereby bringing the game back to its objective. One student says that he can't hear what the others are saying, and the teacher reminds the class that it is hard to hear when people are talking. The student sitting beside the pencil sharpener is fiddling with it and taking off the cover and putting it back on; the teacher doesn't seem to notice. At one point in the discussion, a student says, "I don't like to fight." The teacher asks, "Does anyone like to fight?" Several boys raise their hands. She says, "Now that's a rule in this room: it's

better to talk things out than to fight." One student then initiates a story about some kids in his neighborhood putting rocks in bags to hit people with. Other students expand on the story. The teacher listens politely and tries to make her point again. Meanwhile the aide is still working quietly on the bulletin board. She has had no interaction with the students and no introduction to them. However, they have shown no interest in the aide or the observer.

At 9:00, Teacher B says, "Okay, very quietly, the back row may go to their seats. Now everybody else go. You may get water if you want to." As everyone moves around, a line forms at the bathroom door, prompting the teacher to say to the entire class, "There is another rule we need to talk about: there is only one person allowed in the bathroom or at the water fountain at a time. There should be no lines. Sit and wait until the bathroom is empty." She adds, "Do you see why we have this rule? If there is a crowd, you can't get through."

The students are told to finish their pictures. She works at her desk; students approach her at times. She tells the class that she is going to make a sign that will hang outside the bathroom to indicate if it is occupied. While she talks, one boy sharpens his pencil. She stops, saying, "You know, we need to work on a signal. The signal will be 'boys and girls.' When I say this, put down what you are doing, be quiet, and look at me. Some of our rules will change over the year, but this will stay the same. Now, let's practice it. I want you to talk to your neighbor, and make a lot of noise. I'll try to trick you by saying 'boys and girls' very quietly." She then walks around the room whispering, "Boys and girls," but the students can't be tricked because they are very

silently watching her. She can't get them to make enough noise to practice listening for the signal. After two trials, she asks, "Now, what do you do when I say 'boys and girls'?" She then resumes her discussion of the bathroom sign. Some of the students offer suggestions such as having a stop and go sign. She says that she likes the idea. Then she says, "Back to work."

As they work various students approach her desk to ask her if they can sharpen pencils or go to the bathroom. She tells them that when they finish, they may get a book from the reading circle. She returns to her work at her desk and answers the phone, which is a call from the office. Shortly most of the students in the room have moved to the reading center and are sitting in chairs there. The teacher says, "Boys and girls," from the phone. Few students respond to this, but she does not say anything else, returning to her phone conversation.

"Now put up your books," she says after finishing her conversation, "and go back to your seats." She tells them that she wants everyone to check their pictures to make sure names are on them. She asks who hasn't finished. No one pays too much attention to this question, and she fails to follow up on it. She appoints students from each table to collect the pictures, then has the same children pass out dittos. She says, "Here is something for you to do so I can see how you work." As these are passed out, one student riffles through the pictures on the teacher's desk; another relates an involved story about going to the store for supplies before coming to school this morning. She listens carefully to the student, although the rest of the class is waiting.

"Okay, boys and girls, you have different things to do according to

the color of your name tag. The blue group is to go to the listening center and everyone else will stay at their desks or be reading. Listen when I tell you what group is going where." She accompanies the blue group to the listening center. The principal enters to relate a scheduling change. The students at their seats talk; some begin to color the worksheet that had been passed out. (No directions have yet been given about its use.) The principal greets the class and leaves. The teacher returns to the blue group at the listening center to discover that there is some kind of malfunction in the record player. She talks to the blue group as she attempts to fix the record player. Finally she has them read aloud to one another and she returns to the students at their desks. She holds up a new set of dittos and says, "You don't have to do all of these at once. When you leave for lunch, put something on your paper so it won't blow." She gives sketchy instructions for completing the scrambled sentences and concludes, "This isn't like last year. You don't have to cut these out or move them around. Just make them make sense." As she passes these papers out, she answers questions about the worksheet that they were coloring. She tells the green group that they may go read a book in the reading circle, but if they would rather stay at their seats and do their work, they may. Two students go to the reading circle.

She passes out a second ditto sheet. The group from the listening center spontaneously breaks up and goes back to their seats. She goes to her desk and says, "Boys and girls." There is no reaction from the students until she says, "I like the way Angela is listening....Whatever you are doing, stop and look at me when I say that." She reminds them about talking quietly, and says that if they can't learn to whisper, there will

be no talking at all. She goes to her desk, sits and just looks at the class for a few minutes. The students are momentarily quiet, but there is still some talking going on, and it is not whispering. However, there is no reaction from the teacher. She calls one boy to her desk with his chair, and begins to administer an individual reading test to him. About half the students are coloring and about half are working on other worksheets. Students occasionally go to her desk as she works with the single student. She says to the class, "Boys and girls, this week when I am giving tests on reading, try not to bother me. If you have to go to the bathroom or get a drink, do so. Otherwise, sit and raise your hand until I look up and call on you." A student asks a question about what they do when they finish. She then announces, "Boys and girls, in five minutes we go to P.E. Here is the procedure we use. Everybody needs to stop what they are doing so we can line up." The students start to line up. She appoints a line leader. Not everyone has pushed in his chair; the teacher doesn't notice. She says, "The rules for the lines are that there is no talking at all. One rule is 'keep quiet.' It isn't 'don't talk.' Also, another rule is 'walk, don't run.'" She asks the students to repeat the rules and phrase them positively. She gives a somewhat confused explanation of the principle that it is better to phrase things positively than negatively. She reminds them, "Remember the two rules," as they leave.

Discussion

It is obvious from the narratives and the Student Engagement Ratings that the beginning of school was very different in these two classes, and we think the differences can be described in general terms with the five principles discussed earlier. In order to illustrate these in a more concrete way (and, hopefully, in a way that is more meaningful to new teachers), specific examples can be drawn from the two case studies about common types of activities. Additional pertinent information not found in these narratives but available in other sources is provided. References to the narratives are given by page and line numbers (e.g., a reference to page 22, line 7, would be noted as 22:7).

Entry into the Room and Introduction to the Teacher

In Teacher A's class, the students' entry into the classroom was very orderly and accomplished the purposes intended by the teacher: each student received a name tag, put it on, and went to his or her seat in minimal time (12:1-17). Each student's first contact with the classroom was a personal greeting from the teacher who told the student what he or she was to do right then.

In the other classroom, however, the students' first introduction to the teacher and the room was fairly disorganized. Several students entered without talking to the teacher and began to explore the room (21:1-15).

Teacher A had carefully thought through the task at hand (distributing name tags, and beginning to present herself as the leader of the class and dispenser of important information). Therefore, she knew what she expected from the students, and she knew that if she did not carefully plan and control this first activity that the students would begin to seek

information from other sources (e.g., their own exploration, their peers, etc.). Teacher A knew that she had to present herself as someone who was clearly in control of the situation on the first day of school, and by remaining at the door and letting the students in one at a time, she could begin to do this easily.

Teacher B, on the other hand, had spent a great deal of time and energy preparing for this first introduction to the room by making a clever bulletin board to hold the name tags which illustrated a common theme. However, she did not think through the situation in terms of what she specifically wanted the students to do, or what problems might arise (e.g., due to the construction of the name tags, it took so long to take care of each individual student that the others slipped in without meeting the teacher). The students, who were most concerned with learning about the new room and new students, quickly sought out this information the best way they knew (exploring and socializing). Therefore, the teacher was initially presented to the students as an adult in the background, frantically trying to pin the name tags on each student. Such a first impression was probably not helpful to establishing Teacher B's reputation as the leader of the classroom.

Introduction of the Students to One Another

Each teacher had prepared an activity through which the students could introduce themselves to each other. However, their activities and the immediate results were very different.

Teacher A asked her students to introduce themselves and then say where they went to school last year. She selected the students in order down the row. They could easily predict when they would answer and what

they would say. Every student did this successfully, it was accomplished quickly, and no problems arose. The teacher remained in control during the activity (13:6-10).

In contrast, Teacher B asked her students to play a game while sitting on the floor. Whenever the eraser was tossed to them (the order was unpredictable), they were to give their names and "say something interesting" about themselves. The result was much random social talk and many students failing to respond with information about themselves. It was not clear to the observer whether or not each student was called on. The teacher sometimes had difficulty focusing the students on the purpose of the task (23:13--25:7). Once again, Teacher A is seen to have thought through the task very carefully, deciding in advance exactly what she wanted from the students. She also knew that it was important for them to do well at this, the first public demand of the school year, and she wanted everyone to have equal opportunity to "have the floor." Teacher B, on the other hand, was handicapped by inadequate knowledge of how the students would respond, and instead seemed to have planned the activity on a more superficial level (i.e., "It should get the students introduced to one another, and it seemed like a clever idea.").

Introduction to the Classroom

One of the most obvious differences about the two teachers' mornings was that Teacher A had planned a careful, deliberate introduction to the room before the students moved through it (11:19--15:13), while Teacher B did not even attempt this, although she did later expect the students to use the various parts of the room. Therefore, once again, differences were apparent in expectations (about how the room was to be used), the understanding of what the students needed to know, and the ability to break down the task

(of introducing the room).

Also, it was evident from Teacher A's morning that she had tried to give each child a sense of personal belonging in the classroom. She used these personal touches as a way to introduce the students to the room and begin to involve them in using it. For example, she told them about the birthday chart and pointed out the individual mailboxes for their work. During the morning, each child got to sign a large "happy face" poster to indicate his or her membership in the class (13:16-19, 17:3). Teacher B had also done some work to give the children a sense of personal belonging, most notably the bulletin board holding the name tags and the labels on the desks. However, she did not carefully point out the meaning of the board to the students, so her work and interest may not have been noticed by them. (A few students asked her about it, but the explanation was not heard by the others. In fact, they asked about it as she was trying to get an assignment ready, so their questions were an interruption of other plans.)

Rules and Procedures

Another very notable difference between the teachers was the presentation of rules and procedures to the students. Teacher A presented several expectations to the students about appropriate behavior before they required correction. Teacher B, however, did not mention any rules until the need for them became apparent. Even if she had intended to present them later, this wasn't obvious, and the result was that the students had seemingly forced the teacher to react to their moves, rather than following her original plans.

Teacher A's presentation of the school rules and procedures demonstrated her ability to break down these tasks and concepts into components that the

students understood. A good example of this was the presentation of the bathroom rules (15:20-24). Meticulous planning was evident, in that she led the students in a discussion of all of the important details, such as when they could go without permission, how to determine if the bathrooms were occupied, how to respond if someone knocked when they were in the bathroom, reminders about cleanliness, and reminders about not bothering the other class. She knew that it is not always obvious to third graders how to act appropriately in new situations, and she knew what information they needed in order to go back and forth to the bathroom without disrupting the class.

Teacher B, on the other hand, did not really present a procedure for the bathroom to her students on the first morning, and consequently had some students asking her for permission each time, while others simply went when they wanted to go. She also had problems through the morning with students spending time standing in line at the bathroom doors, when she did not want lines to form (25:10-15, 26:7-8).

Demands Placed on Students

Teacher A spent most of the first hour and a half presenting information to and interacting with the class as a whole. Any demands made of the students to respond were clear and simple (such as asking them to give their names and their schools in a predictable order). Most of the time they were simply supposed to listen to her. This was easy to do, because she was providing information that they considered important (i.e., it was appropriate to their concerns and questions of the moment). When she assigned academic work to them, Teacher A described each step carefully and moved slowly with the students to make sure that everyone understood

and succeeded on this first morning. For example, consider the first written assignment: each student copied information off the board, filling in blanks (17:10-18:3). The first major procedural task was to move through three activities (pencil sharpening, getting paper, and signing the poster). Each child was able to do this easily after the clear instructions, and the teacher was monitoring very closely to give the students feedback. Therefore, everyone eventually accomplished the task and received the teacher's approval (16:24-17:10). The second academic assignment was more open-ended than the first (drawing a picture of something pleasant from the summer). However, before having them start this, the teacher helped them focus on topics so that they would know what to draw. Therefore, there were few questions when they started (18:11-15). In contrast, the first thing Teacher B expected of her students was that they listen and respond to roll call. This was not sufficiently interesting (when compared to the other new stimuli), so they began talking, thus leading to the announcement of a rule about not talking (21:13-23). Next, before introducing the room or arranging for the students to introduce themselves to each other, she had them start on a picture. This was similar to the assignment given later in the morning by Teacher A, but Teacher B did not structure it as much. The assignment to "draw a picture of yourself" may have been very effective and a useful learning activity in another context, but on the first day of school with no questions yet answered about the other students, the room, or the teacher's expectations, it simply was not sufficient to motivate the students to work (21:25--22:16). Therefore, the first academic-type activity in this class was one in which some students participated only half-heartedly and in which others showed

much confusion. The teacher ended up spending several minutes answering individual questions, which prevented her from accomplishing her original purpose (to finish some last minute paperwork). Other academic activities that morning were not explained well (27:5-7, 27:12-16). The observer noted several questions from some students and aimless wandering from others throughout the morning. The students did not easily or clearly "succeed" at their first tasks in that classroom.

Signals Given to Students About Their Performance and Behavior

Obviously, initial presentation of expectations for behavior is not usually sufficient to insure cooperation by students. Therefore, the observers were watching the enforcement of these expectations throughout the morning, and focusing on the "signals" that the teachers sent the students about their behavior after their initial deliberate presentation of rules and procedures. Such signals provided information to the students about what the teacher was (or was not) focusing on. These were sometimes deliberate (teacher obviously pointed something out) and sometimes occurred through omission (the teacher did not respond in the way that she said she would). In either case, they provided information to the students that we think was as valuable as what the teacher said originally to the group.

When such signals were examined, there were again clear differences between the two teachers that could be attributed to the more thorough planning and task analysis of Teacher A, and Teacher B's apparent uncertainty about what specific behaviors she wanted from the students.

Throughout the morning, Teacher A deliberately noticed and pointed out to the students when they behaved appropriately, but also noted when a student was not doing so. In the latter case, her corrections were mild

and not very public (such as snapping her fingers, pointing, and smiling when a boy forgot to push in his chair). Her references to positive behaviors were very specific and sincere ("I liked the way Monica held up her hand when she wanted to answer.") The teacher's persistent use of this technique made it clear to the observer that she was searching deliberately for positive examples of behavior, and using the occasions to emphasize the relevant behavior to the class. That is, she was providing more information to the students so that they could learn her expectations quickly (She knew what kind of information they needed.) Her praise, when delivered, was obviously sincere and was not embarrassing. No students were praised at the expense of others (There are numerous examples of such "signals." See 12:10-13, 13:9-10, 14:7-10, 14:19-20, 17:8-10, 17:17-20, 17:21--18:1, 18:3-10, 18:18-20, 19:3-4, 19:17-19, 19:23-25).

In contrast, Teacher B did not offer such signals to her students until there was a situation that required correcting. Then, instead of pointing out to the offending students that they had misbehaved and telling them what alternative behavior she would prefer, she offered very <u>general</u> praise of other students in the form of "I like the way Vanessa is working." This sometimes served to get students' attention (briefly), but it did not provide specific information to the students about their behaviors (24:14-15, 27:23-25).

These different effects of public praise have been noted in several other classrooms. Although praising positive behaviors while ignoring undesirable behaviors has been preached to teachers for many years, it seems obvious to us that the information value of the praise and the true message behind it are the critical points that determine its usefulness.

Responses to unsanctioned behavior were also very different. Teacher A, through careful monitoring and insistence on following through, began on that first morning to let the students know that she would be consistent, credible, and that her demands would be met. (At the same time, however, she also communicated that she was a warm, fair teacher who would make reasonable demands that could be met). Teacher B, on the other hand, was not consistent in enforcing her rules, and there were several instances of undesirable behavior that were not noticed or acknowledged by her. In particular, her specific signal for attention ("boys and girls") never achieved the desired effect, but she did not point out to the students that she expected quicker response. Instead, she kept on trying to get their attention in other ways, waiting on them to comply (27:22-25). In contrast, Teacher A made sure that she had their attention when she used her signal, or else she focused immediately on the signal and had the students practice it again before she went on (18:18-20,19:3-4). Likewise, when she realized that students were talking more loudly than she would tolerate, she stopped the activity to focus on the level of noise she would allow, and even had the students practice their "whisper voices" (18:21--19:2).

Therefore, Teacher A's system for giving signals to the students was to focus on problems when they did occur by giving the students very clear instructions about desired behavior. (However, she was discrete about this when a single student was involved.) At the same time, she remained aware of those students who were responding appropriately, and she used the occasion to point out to the class specifically what those

students were doing right. The morning in her class can easily be characterized as a continual flow of specific information about how to function most easily in that classroom. In contrast, Teacher B did not appear to be giving informative signals to the students in a systematic way.

Monitoring

As has been discussed several times already, Teacher A accomplished many of her goals on that first morning by very careful monitoring of the students, not for the purposes of "catching" them in misbehavior, but in order to diagnose their needs for information about the classroom and to provide information to herself about the students. She was therefore able to carry out her morning's plan with few problems. She was able to do this because she had planned the day carefully to make sure that monitoring could be accomplished easily. She kept the students in a large group, she had them seated so that she could see all of them easily, and she did not "let go" of them to work without her close supervision. In contrast, Teacher B almost immediately expected the students to work quietly on an assignment while she worked at her desk. Later on in the morning, she tried to get three different activities going at once and later started an individual reading test (28:4-11). Even if she had deliberately tried to monitor carefully, she set up the situation so as to make this difficult. Therefore, she could not adequately diagnose the students' needs for information about the classroom or give them signals about their behavior.

Summary

In describing the morning in Teacher A's class (and the rest of the first three weeks), the most apparent quality was the constant flow of information to the students about what kinds of behavior were necessary to function smoothly in that classroom. This information was delivered in a very positive tone, and the teacher presented items in an order that she felt addressed the students' most pressing concerns or questions at that point in time. For example, her first priority was to make sure that she knew the correct name of each student. (This was accomplished when they first entered the room.) Then she told the students about their personal space in the room and where they could keep their belongings. She further reinforced her plan to protect their space through several other interactions that morning. She then had them introduce themselves and afterwards conducted a "tour" of the room, answering questions about it as she did so. No academic demands were placed on the student until she had systematically informed them that their identity, their space, their possessions, and their questions were important to her, and that they had a definite place in her classroom (as exemplified by the many "personalizing" touches).

Simultaneously, she was communicating that she was definitely in charge of the classroom, and was the most important source of information in the room. She was successful in communicating these points by always answering the students' questions in a way that reduced uncertainty. We think that this represented the beginning of trust in the teacher and a willingness to seriously consider what she had to say.

Therefore, she exemplified the five general points already presented. She approached each task analytically, and tried to break it down into its components so the students understood; she knew exactly what kinds of behavior she wanted to see and what she wanted to avoid; she knew that it was important to communicate these expectations to the students, and so spent the first morning and much of the next few weeks concentrating on teaching them "going to school" skills; she remained sensitive to the students' level of concern and need for information, and knew that if she ignored these the students would be less likely to attend to her; and she planned activities that allowed her to monitor the classroom carefully for the purpose of diagnosing the students' needs so that she could then "signal" them about their behavior.

Teacher B's morning (and the rest of the beginning of school) can be characterized by the ambiguity of expectations and the failure to provide clear signals to the students about how best to function in that classroom. As a result, the students had to decide on their own how to function and the teacher never developed credibility as the leader of the classroom. Students enter a new classroom with questions and concerns, and they will see that those are addressed in some way. If the teacher does not provide the information that is necessary to reduce ambiguity and answer questions, then the students will seek answers in their own way, by trying out various behaviors, by seeking peer leaders, and/or by seeking out the teacher about seemingly endless details. These types of behaviors were all observed in Teacher B's class during the three-week period.

Teacher B was working under several constraints, the most important of which was probably her inexperience and the resulting inability to

predict how the students would react. When there is no knowledge base, it is impossible for a teacher to analyze tasks in such a way that he or she can adequately plan to prevent problems and look for specific student behaviors.

Although there is probably no substitute for the first year of actual classroom teaching, these contrasting case studies suggest that the more information a teacher has about what to expect and what needs to be planned, the better he or she is likely to do in establishing a classroom management system. It is our hope that the case studies and analyses of them that will be available from this study will be useful in helping teachers to learn the classroom environment.

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Classroom Organization at the Beginning of School:

Two Case Studies

Appendix A

Follow-Up Questions from the

Classroom Organization Study

FOLLOW-UP QUESTIONS FOR NARRATIVE RECORD

A. QUESTIONS TO ANSWER FOR OBSERVATIONS CONDUCTED ON DAYS 1-5 (FIRST WEEK)

1. What was the room arrangement?

2. What materials/assignments were ready for use in academic activities?

3. How did the teacher introduce himself or herself to the class for the first time?

4. How were students introduced to one another for the first time?

5. How were students introduced to classroom rules and procedures for movement, noise, use of materials, following schedules, behavior, etc?

6. Did the students participate in making the rules for the class?

7. Were the consequences of misbehavior discussed?

8. What beginning-of-the-year paperwork was handled in class?

B. BEGINNING OF ACTIVITY/TRANSITION INTO ACTIVITY OR SET OF ACTIVITIES

9. How did the teacher indicate the start of the activity or activities and what did he or she do to get everyone moved into position?

10. How did the students react to this?

11. What did the teacher do during the transition?

12. If there were delays, what caused them?

13. When the teacher had a group together (either large or small) and began a group activity, how was it introduced? Was there an overview or advance organizer?

WHEN THERE WAS INDIVIDUAL WORK:

14. Did the teacher decide what the students would do for individual work, or was there student choice of assignments?

15. If student choice, describe what happened.

16. If the teacher had decided, how did the students know what they were supposed to do?

17. Was there evidence of posting of assignments, posting of who went where, etc.?

C. STUDENT ACTIVITIES OR ACTIVITY

18. What were desired student activities? (To be answered on chart at beginning of question packet. Elaborate in this space if necessary for complete understanding.)

19. Were all of the students doing the same activity most of the time, or were there different activities going on in the room at the same time?

20. What were the major problems encountered by the teacher in terms of not getting the students to do what was desired?

21. What were the teacher's responses to unsanctioned behavior? Did any of the following occur enough times that it stands out in your memory as typical of that teacher's style in responding to misbehavior?

    a. ignoring
    b. citing rule
    c. ordering student to stop the misbehavior
    d. signals appropriate behavior
    e. expresses feelings about misbehavior
    f. questions student to gain information about misbehavior
    g. isolates, separates
    h. punishes in some way

22. What were the typical results of the teacher's response to misbehavior?

23. Was the teacher consistent in his or her response to misbehavior?

24. Did the teacher seem to have a system for contacting students? If there was no apparent system, how would you describe his/her style in selecting students for interactions?

25. For each activity engaged in by the students, was there a product or assignment which reflected what the student had done during the time? (To be answered on chart at beginning of question packet. Elaborate in this space if necessary for complete understanding.)

26. Was there a set procedure for turning in work after it was done by individuals? If so, describe its use. If not, what did the students do with their work?

27. If there was not an assignment turned in, how did the teacher find out what the student had done during that period of time?

D. CONTACTS WITH THE TEACHER/FEEDBACK ON WORK

28. How did the students indicate that they needed help? What did the teacher typically do in response to their signals?

29. Were provisions made for what to do when assigned work was completed? Did any problems arise because of students completing work and then having nothing to do?

WHEN THERE WERE SMALL GROUPS AND INDIVIDUAL WORK GOING ON SIMULTANEOUSLY:

30. What did the teacher do when students approached him or her while teaching the small group? Was there a consistent response?

31. Did the teacher seem to be monitoring the rest of the class when working with the small group? How?

32. When the teacher interrupted himself or herself to deal with something out-of-group, what were the reasons?

33. Did the teacher leave the small group to deal with something in the rest of the room? What did the students in the group do when this occurred?

34. Describe the seating of the students in the small group, the teacher, and the out-of-group students with respect to each other. Say which way everyone was facing.

35. What happened if out-of-group students needed help while the teacher was with the small group? If they were delayed, how long was it before they got help?

E. PROCEDURES AND RULES IN EFFECT FOR THE ACTIVITY OR ACTIVITIES

36. What procedures were in effect during the activities? Include monitors, reward system and/or behavior mod system, planned policies for teachers contacts, etc.

37. For each procedure, describe its functioning: How well did it accomplish the purpose of getting routine activities accomplished efficiently?

38. What procedures were established for the first time? For each, answer the following questions:

    a. How did the teacher introduce the procedure to the students? Be specific in describing what she or he said.

    b. Was the procedure established in response to a problem that arose or was it done as a matter of course before any problems occurred?

    c. After introducing the procedure by explaining it, what did the teacher do? Was there involvement of the students then in discussion of it or practice of it?

    d. How well was the procedure followed the first time? What did the teacher do after its uses for the first time?

39. What rules were established for the first time? For each, answer the following:

    a. How did the teacher introduce the rule to the students? Be specific in describing what he or she said.

    b. Was the rule established as the result of a problem or was it done as a matter of course before any problem arose?

    c. After introducing the rule, what did the teacher do? Was there a discussion with the students or any other kind of involvement?

    d. How well was the rule followed that day? When someone did or did not follow the rule, what did the teacher do?

40. Did the teacher remind the students about any rules and/ or procedures, or reexplain any? What happened before this reminder or re-explanation? Describe the teacher's reaction.

41. What violations of already established rules and/or procedures occurred that were not responded to by the teacher?

42. What other behaviors occurred which were not responded to by the teacher, but which struck you as inappropriate for the classroom?

F. MATERIALS

For each of the materials used during the activity or activities, answer the following questions:

43. Was material set up and ready to use at the beginning of the activity? If so, how had this been accomplished? If not, what was done to get the materials distributed or set up?

44. How was the material supposed to be used or what was its intended effect? (Answer in terms of student activity.) (To be answered on chart at beginning of quest[illegible] packet. Elaborate in this space if necessary for complete understa[illegible].)

45. What was the actual use by and/or effect on the students?

46. When the use and/or effect fell short of the ideal, what factor (s) contributed to the problem? Please be very specific, and indicate what factors mentioned were beyond the teachers's control.

47. What instructions were given to the students at this time about the use of the material?

48. What instructions had apparently been given to the students about the use of the material before this time?

49. What procedures were in effect regarding the use of the material? Include anything about getting it out, using it in an activity, and putting it up.

50. Give any anecdotes that indicate how the use of any materials might have affected the teacher's frequency of contact with a student.

51. Give any anecdotes that indicate how the use of the materials might have affected the time and attention a student spent on task.

G. INTERRUPTIONS AND DEAD TIME

52. What interrupted the flow of activity and/or required the teacher's attention unexpectedly? Be very specific and describe any factors which were outside the teacher's control. Specify source as internal or external to classroom.

53. For each of the interruptions, describe the teacher's response.

54. What was the result of the teacher's response for the majority of the class? That is, what did they do while the teacher was dealing with the interruption?

55. How much time and how many instances would you classify as "dead" time that have not been described above for any part of or for all of the class?

56. When there was dead time, what preceded it? In your opinion, what caused it and what could have prevented it?

57. What did the teacher do during the dead time?

H. ENDING THE ACTIVITY/BEGINNING THE TRANSITION INTO THE NEXT ACTIVITY

58. How did the teacher indicate the end of the activity and the need for a transition?

59. Was there a summarizing statement at the end of the whole class activity and/or any reference to future activity which would follow: (Include assignments)

60. How much advance notice was given to the students so that they could start to finish up their work and put away materials?

61. How did the students respond to the teacher's signals as far as finishing up/cleaning up before moving on to the next activity?